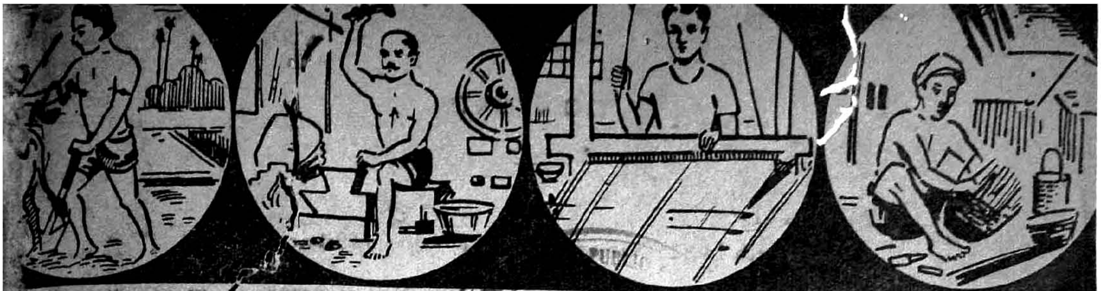

ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.
Asst. Editor. Sri. S. Airavatham.

VOL. V]   NOVEMBER, 1953   [No. 1

Neither Social Education nor Democracy can be made a Success without Adult Literacy

People who wax eloquent about Social Education being given priority over Adult Literacy, incidentally almost discouraging and ridiculing the latter, have not done full justice to the subject.

It is wrong to imagine any divergence between Primary Education and Adult Education which are complementary and must receive equal attention. Neither the one nor the other can be neglected, in terms of priorities. With his cultivated mind, *the adult can become literate within three months*, and then make progress through self-education. The crux of the problem is to make the adult see the value and urgency of literacy which is the key to all knowledge.

S. A.

SIAEA

EACH ONE TEACH ONE

PUBLISHED BY T. J. R. GOPAL
SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS

CONTENTS.

			Page.
1.	EDITORIAL:		
	The Fourth Indian National Seminar, Bikram (Bihar)	...	3
2.	Adult Education is essential to the growth of Democracy	...	5
3.	All-India Social Education Day celebration in Bombay	...	8
4.	Training Course for Social Education Workers	...	9
5.	Social Education Week Celebrated in Avanashi	...	11
6.	Training of Social (Adult) Education Workers	...	13
7.	Minister Subramaniam's views about adult literacy	...	15

25A76

OFFICIAL REPORT READY

First South Indian Regional Seminar on Adult Education held at Adyar in April 1951

PRICE: RS. 2–8–0 THICK WRAPPER
„ „ 2–0–0 THIN „

Copies can be had from the Organising Secretary:

The South Indian Adult Education Association,

10, Narasingapuram Street, Mount Road, Madras-2.

(954)

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary)

Vol. V | NOVEMBER, 1953 | No. 1

EDITORIAL

The Fourth Indian National Seminar, Bikram (Bihar)

By far the most democratically conducted Indian National Seminar so far on Social Education appears to be the Bikram Seminar over which our Editor Sri G. Harisarvothama Rau, M.A., presided as the Director. The Draft Working Paper he had prepared was itself very exhaustive touching all types and varieties of Social Education Work, and reviewing much of the training that is now in vogue in the country. Suggestions and criticisms having been received, he tried to incorporate every point that was urged. At the Seminar the Delegates were all divided into five Groups and Leaders were elected by the Groups themselves. Following the lines of the Working Paper the subject was divided into five Sections. Though the subject was so divided each one of the Groups was required to discuss all the Sections at one Section a day. Reporters were appointed in every Group. The Leaders received assistance from these reporters and prepared a report of the discussions in the Group for the day and sent it on to the Secretary-General who prepared a consolidated report out of the five distinct Group reports. It was brought before the Steering Committee which consisted of the Director, the Associate Director, the Secretary-General, five Leaders of the five Groups and three others. The Leaders were first required to read the consolidated report and tell the Steering Committee whether the report was essentially true to the position taken up by the Group. They supplied, at that stage, any deficiencies and corrected any small inaccuracy. A sub-committee of the Steering Committee went through the draft and touched it up in regard to the language. The Steering Committee considered the final form and put it before the succeeding Plenary Sessions. The Plenary Session discussed the paper presented and approved of it as its own Recommendation. While the Groups were in session the Director and the Associate Director constantly went round, assisted the Groups when requested and occasionally made suggestions.

It is reported that this system worked admirably well. Every Delegate had his day on every topic, if he chose, both in the Group discussion and in the Plenary Session, though there is no doubt that sometimes the old guard could not help assuming some importance.

The Bikram Seminar was also a departure from the usual in that it was held in rural atmosphere. The place chosen was about 32 miles from Patna. Not only that, it is actually the premises of a Basic Training institution. There was all the simplicity of a rural area in most matters, even the Sanitary arrangements being of the Gandhian type. The rural atmosphere was a bit marred, however, by the food arrangements made, which were in the hands of a metropolitan caterer from Patna, with all the paraphernalia of plates, forks, spoons, chains and tables and a charge of Rs. 5-8-0 a day. This was felt as incongruous and expensive. The Seminar was unanimous in its opinion that food arrangements more in keeping with rural life should hereafter be adopted. In other matters also some difficulty would appear to have been felt. The place being too far from a proper urban centre, a good library was not within easy reach and the difficulty of transport also was badly felt, more especially when for some reason or other, the arrangements made by the Reception Committee broke down somewhere. Therefore, it appears best that the rural place chosen should be such as does not present transport problems. Such defects as have appeared should be avoided. But the swing should not be to holding the Seminars outside rural areas, in towns and cities.

However well a working plan may be devised there still remain some defects. Difference of opinion is always found to be there—due to different outlooks and different temperaments. The Groups were therefore called upon to make their own suggestions in regard to the conduct of our Seminars. Such suggestions as were made have been referred to the Indian Adult Education Association. The Association has been requested to circulate a questionnarie to members based upon these suggestions and codify what may be called procedural details for the guidance of future Seminars.

The Seminar, within the time allotted to it, could not surely prepare detailed syllabuses to cover the whole field of Social Education. It could but frame schemes in regard to different types and different aspects of training and leave the work of drafting syllabuses to an expert Committee. It is to be hoped that this Committee will prepare the syllabuses required sufficiently early.

A number of papers were read at the Seminar. A few of them were in general terms and a number more were experiences narrated by field workers. The discussions were very lively, more especially on the paper on literacy read by Sri A. G. Vilva Roy from Madras who advocated a separate literacy service. Talks were given by certain eminent friends like the Education Secretary, the Commissioner, Patna, etc. The House asked them questions after the talks and a very friendly exchange of views took place. The Education Secretary appeared to have devoted much thought to the problem of Social

(*Continued on page 12*)

Adult Education is essential to the growth of Democracy

Sri T. Madhiah Gowda's Broadcast

The following is the full text of the Broadcast at the A. I. R. Mysore on the 19th October 1953 by Sri T. Madhiah Gowda, M. P., and President of the Mysore State Adult Education Council, Mysore :—

Adult Education has engaged the attention of all thinking men in the East and the West. To educate a child is to educate a future citizen; but to educate an adult is to educate the immediate citizen. It is rightly said that what sculpture is to a block of marble, Adult Education is to the developed human soul.

The education of an adult disinters and brings to light the good and the great concealed in him. The Adult Educationist, more than a teacher in the school, disciplines the feelings, restrains the passions, inspires the worthy motives, instils the profound religious feelings and inculcates the pure morality in the adult and trains him to be a worthy citizen of a democratic country. There are many threats which corrode in the social fabric of any free country. One such threat is illiteracy. The intellectuals, the political leaders and the well-wishers of a country have to put their hearts and heads together to face the stupendous task of educating the adults.

The Western Nations such as the United States of America and the United Kingdom, foster the growth of Adult Education more than any other country. In the United States of America where almost everybody is a literate, at least 10.3 of the population, it is said, is regularly attending Adult Education classes. In England the allotment for Adult Education in the education budget is nearly 25 per cent of the total budget. Needless to say that in a country like ours where 85 per cent of the total population are illiterate and steeped in ignorance, the problem of Adult Education is the first and foremost to be dealt with.

Demands of Democracy

We have accepted in our Constitution, a democratic Republic for our country which implies that the life is to be planned on democratic principles. It is impossible that ignorant people can ever hope to build up a stable democracy. The Democratic way of life is based on the presumption that every one, without exception whatsoever, should participate in the life of the State and contribute his or her mite intelligently to its growth and progress. Such intelligent contribution can never be imagined in a country the bulk of whose population is illiterate. The uneducated or the ill-educated will be a burden to the country, and will contribute in a very great measure to the degeneration of democracy. In the interest of democracy it is essential to educate the uneducated adult. The education of the adult teaches him to live a fuller, richer and more interesting and useful life than otherwise, and also it equips him for a more intelligent citizenship in a democratic State. It endows the lives of adults with the inspiration of a living mission. The system of Adult Education should meet the requirements of the individual first and then those of the society. The Adult Educationists plan their system after having studied the multi-phases of life,—the individual's curiosity on political, social, economic, scientific, ethical, religious and philosophic planes. They endeavour to stimulate, enrich and open up new vistas and enlarge horizons and influence curiosity. Their endeavour will result in the improvement of the country's cultural life. It is a recognised fact that education is a life-long process, directed towards better realisation of life.

A Political Necessity

With the advent of Sovereign Democratic Republic, Adult Education has acquired a political necessity in our country. In a democratic form of Government,

public activities have ultimately to receive sanction from the common man. The adult franchise which enfranchises every adult, either educated or uneducated, is laid down in our Constitution. It is a great act of faith. This act of faith is fully justified, and it is to be justified for all time to come. The adults should be made to exercise their franchise discreetly. It is too much to expect that the illiterate and ignorant mass of people do always exercise their franchise intelligently. A demagogue always awaits to exploit the gullible public. There is nothing more dangerous to the stability of a country than the demagogue arising and converting the illiterate and the ignorant mob to his side. We ought to prepare ourselves against such dangers and risks which beset a nation. The hard-own freedom might be lost sooner or later, if we do not educate our adults and train them to exercise their franchise discreetly. Illiteracy represents a sore spot in the body politic. Hence, all reasonable men have to agree that the education of the masses must be regarded as of supreme importance and given top priority among the functions of the Government.

There is another reason why education should be spread rapidly among the masses of our country. We are far behind the countries of the world economically and socially. If one looks at the advanced Western countries, perhaps, one has to accept that we are still at the stage of passing from the medieval to the modern. The progress of our agriculture and industries is far from satisfactory. The condition of our people—both agriculturists and lobourers—is anything but satisfactory. The chill penury of our people is undoubtedly at the root of all these evils. The removal of poverty depends upon the efficiency and increased skill of the workers. How are we going to make them more efficient and produce more? It can be done only by filling their empty minds with a keen desire to advance. The advancement of a country depends upon the economic conditions. Economic stability depends upon the education of the mass of our people. National progress depends upon the individual's industry, energy and uprightness and national decay is due to individual idleness and selfishness, which are all the seeds of illiteracy. It is absolutely essential that India's masses should be educated at the earliest possible time.

Antidote to Social evils

Adult Education is needed to tone up the social life in India. The ignorance of the masses is mainly responsible for many social vivisections, dreadful supersitions, the shameful system of untouchability and a host of other customs and practices injurious to the stability of a country. No lover of the country can tolerate the persistence of the social and economic evils any longer.

Adult Education helps an individual to keep in touch with the culture of a country. The cultural content of Adult Education needs to be mentioned when we are talking about the importance of Adult Education. Culture is the way of life of a people from birth to the grave, from morning to night. The culture of a country is the characteristic way of its life. Though the marks of culture are gradually modified by time and contact, the distinctive core tenaciously persists. Indian culture has a great tradition. It is found in the lives of our great epic heroes. Our epics appeal to our sense of moral and spiritual values. The aim of our Adult Education is to harness these great literary works and put them across to the people in the light of the contemporary way of life. Similarly, the emotional content of Adult Education should consist of equipping the people with capacity to appreciate and enjoy other forms of literature such as poetry, drama, fiction and also fine arts like music, dance and painting.

It is the aim of our national leaders after independance has been won to rebuild our country on the foundations of our rich and ancient traditions and culture, in order that India might shine like a bright star in firmament of nations. It is a foregone conclusion that no material advancement is possible in a country where collossal ignorance and illiteracy exist. If our Co-operative movement has not taken root for the last four or five

decades inspite of the best efforts, if our cottage industries have not thriven in spite of many sincere attempts, if our economic condition remains at its lowest ebb, if our children's welfare and education remain still a dismal tale, it is because of illiteracy and ignorance. If there is any one panacea for all these innumerable evils, it is the education of the adult, and Adult Education only. Our people are the makers of our country, and they get the Government they choose. They can no longer afford to remain in a slothful mood saying, "What does it matter, whether Rama rules or Ravana rules?"

Education is the only method by which an individual can rise to the very height of his capacity. When we talk about the uplift of the masses, we must provide them an opportunity to educate them, so that they should be able to realise and achieve the best that is in them. Education is the only instrument, and powerful instrument too, to enable the individual to realise his destiny, his capacity, his ability and potentialities to the fullest stature and to contribute his utmost to the good of the country.

Illiteracy must go

Today, when we are talking of Adult Education (or Social Education as it has also been called), we are not talking merely of the eradication of illiteracy. Literacy is only a means and not an end in itself. It is, no doubt, true that in our unfortunate country where only about 15 per cent are literate, liquidation of illiteracy has assumed very great importance. When printing facilities have increased, when our people have more leisure on account of the many inventions of labour-saving devices, when such leisure has to be properly used for reading books and newspapers and when our people, in the matter of the exercise of the franchise, will have to use the ballot papers rightly and discreetly, it is an imperative requirement to make all the adults literate. Our edifice of Adult Education will not stand if we are to build it on the foundation of the people's complete ignorance of the written word.

The ancient methods and media of imparting Adult Education like the village theatre, the ballad singers, Harikatha institutions, the practice of daily reading of the Puranas on the village pial, known as Vachana, Yatras or the community travel to the places of religious interest, the Jathras or the congregation of people for some religious or social functions, have contributed a good deal for imparting knowledge and providing entertainment. Nobody can deny the fact that the carvings and paintings and the exhibition of dancing in our temples are intended to level up the educational standard of our people.

The efficacy and value of the modern methods of Adult Education are mostly based on scientific aids and they need special mention. They are, apart from the basic materials required for the liquidation of illiteracy, and the printing of useful and proper literature, the film, radio, picture, play cards, posters, lantern slides and gramophone. These have special significance in the movement and will prove with the illiterate masses not only superb attractions to make them assemble in the class-room or lecture hall, but will send home the lessons with greater vividness and speed than can be done by the oral word even of the best educators.

The radio, especially, is a very important adjunct to mass education. Broadcasting is being largely resorted to, for the education of children, as well as the adults in various advanced countries. India, as a vast country with scattered villages, with difficulties of transport, and with a large population to be educated in the very rudiments of literacy and education, offers immense possibilities for educating the adults through broadcasting.

Annual shows, competitions, exhibitions, demonstrations, travelling train shows and museums are sources used to provide education and information by the direct method.

In short, Adult Education is a stupendous task, and it is to be faced by one and all who has a sense of patriotism. He will have to strive every bit of his energy to educate the adults in order to fit them for the enjoyment of their legitimate rights and the discharge of their equally incumbent responsibilities. 'JAI HIND'

All-India Social Education Day celebration in Bombay

The All-India Social Education Day was enthusiastically celebrated on Sunday 1st November 1953 all over Greater Bombay by the Bombay City Social Education Committee with a full day programme of Prabhat Feries, meetings, group discussions, and a debate on compulsion in Social Education. The Government of India had directed that the day should be observed throughout India to give an impetus to the Social Education movement and to whip up public support and co-operation for the movement.

Compulsion in Social Education

In the morning Social Education workers led by Shri K.B. Kasotia, Deputy Social Education Officer, went round in Prabhat Feries in the Delisle Road area. A programme of "Bhoopali singing" was arranged at Parel. At a well-attended meeting of Social Education workers at Shirodker High School hall a debate was held the subject being "To make democracy real and effective the attainment of literacy within five years should be made compulsory for every illiterate person between the ages of 18 and 45 years within five years." Shri K. T. Mantri, Vice-President of the Bombay City Social Education Committee, presided over the meeting. Amongst the persons who participating in the debate Shri S. N. Shivtarkar, M.L.A. Sri P. T. Borale, Smt. Maniben Desai and Shri K. B Kasotia supported the proposition, while Shri Ram Sahay Pande, Dr. R. B More, Shri V. L. Keishikar and Shri S.W.A. Rizwi opposed it. The resolution was adopted by an overwhelming majority and later on it was unanimously decided to forward the resolution to the Government of Bombay.

Entertainment for Prisoners

In the afternoon, Dr. Mrs. Leela Phadke addressed a meeting of women at Saitan Choki, while Srimati Shuffi Tyabji presided at a meeting of Muslim women at Omer Hall, Nul Bazar. About seven hundred prisoners at Worli Prison were treated to an enjoyable entertainment and culture programme by the Committee's amateur artistes. Shri J. K. Ladivala, presiding over the function, stressed the need of Social Education for all illiterates, but more especially for the prison inmates with a view to rehabilitating them when they would be released.

Social Education Key to Progress

In the evening, Mr. Champaklal G. Modi, President of the Bombay City Social Education Committee, presiding at the main function of the day at Delisle Road, said: "The very fact that this day is observed on an All-India scale showed the importance of the problem of eradicating illiteracy and ignorance for the masses of India, and the Government of India deserve to be congratulated on their recognising this importance. He said that Social Education was the key to national progress and it was wise that the Government had given a lead to the nation by including it in the Five Year Plan and the Community Projects. Mr. Modi appealed to the backward illiterate people and especially to the women to join the Committee's Social Education classes.

Develop Civic Sense

Dr. T.R. Naravane, Deputy Minister for Prohibition, presiding over another meeting at Siccan Nagar, Vithalbhai Patel, Road, said that a proper civic sense should be developed amongst the people by imparting Social Education to them. Mrs. Maniben Desai, Municipal Corporator, promissed to start classes for illiterates in the area.

The day's activities terminated late at night with a meeting of Muslims at Mastan Tank, presided over by Mr. Rajabali P. Ebrahim, a leading social worker and businessman. Amongst those who spoke were Mr. S. S. Desnavi, Mr. K. B. Kasotia, Mr. S. W. A. Rizwi. The speakers atressed the greater incidence of illiteracy amongst the Muslims and appealed to them to get educated.

Social Education not an easy task : Mr. M. Pakvasa narrates his experiences

Mr. Mangaldas Pakvasa, ex-Governor of Madya Pradesh, distributing Training Certificates at the Bharatiya Vidya Bhavan on the evening of 18th October 1953 to successful teachers of the Social Education Training Course conducted by the Bombay City School Education Com-

mittee, said that those who were already educated hardly realised the immense difficulties which Social Education workers had to face in educating the illiterates on a mass scale. From his personal experience as a former President of the Committee, he narrated an incident in which he had to face a drunkard husband who would not allow his wife to attend the Social Education class and even threatened to kill Shri Pakvasa if he presisted. However Shri Pakvasa handled the man so tactfully that not only did he allow his wife to attend the class but later on himself began to learn and also gave up the habit of drinking. He therefore urged the Social Education workers not to be daunted by the difficulties inherent in such a mass movement but to persevere and educate their illiterate brethren by approaching them in a spirit of love and service. He also appealed to the educated people to break the wall that existed between the educated and the illiterates to help the movement with their services as well as contributions in money.

Social Education Shield

Awarding the G. S. Rao Social Education Shield to Mr. J. D. Desai, Principal of the Gokuldas Tejpal High School and medals to Committee Workers, Shri Pakvasa congratulated him, his staff and his students for their splenid effort in collecting Rs. 12,000 in three years for Social Education "To beg for a worthy cause is no shame, on the contrary it is an honour and matter of pride because the students had begged for a noble nation-building cause. They have thus rendered national service and their example should be emulated by others", said Shri Pakvasa.

Democracy nnd Illiteracy

Earlier Shri Champaklal G. Modi, President of the Committee, introducing Shri Pakvasa said along with Shri B G Kher. Shri Pakvasa was one of the founders of the Social Education Movement in the city. He said that though the Committee had progressed very much during the last fifteen years, yet its activities were hampered for lack of funds and therefore public support was necessary. "India" Shri Modi said, "was a free and domocratic country, but democracy would be a mirage unless 85 per cent of its illiterate people were educated.

Shri B. M. Kapadia, Social Education Officer, giving a report of the Social Education Training Course held in November last stated that it was a course conducted in Hindi, Marathi and Urdu and attended by 775 teachers. Out of 500 teachers who appeared for the test 285 were successful. Regarding the award of the G. S. Rao Shield he said that it was awarded to the school which made the largest collection during the Social Education Weeks. The G. T. High School had made the largest collections for three years successively and hence the shield had been outright won by the school. He announced that Prof. V. G Rao had presented another shield to the Committee to continue the practice.

Mrs. K. Sayani proposed a vote of thanks to Shri Pakvasa and Shri K. T. Mantri seconded it.

During the function Miss Kumud Sadhale, a talented young singar from Santa Cruz, and other girl students of the Shradhanand Anath Mahila Ashram gave a very enjoyable programmes of songs and dances.

Training Course for Social Education Workers

The following is a Report of Training Course for Social Education Teachers and Workers, held in November 1952:—

Need for Training

Every teacher is not a born teacher. Training is therefore necessary for a teacher whether he may be a Primary School teacher, a Secondary School teacher, or an Adult Education teacher. Perhaps it is more necessary in the case of the Adult Education teacher, as Adult Social Education in its present form is a new thing in our country. The Bombay City Social Education Committee is alive to the need of training for its teachers and workers and it has been therefore conducting Social Education Training Courses from time to time. Ten courses have been conducted since 1941. One such course conducted for ten days in 1948 was inaugurated by Shri K. G. Sayyidain, the then Educational Adviser to the Government of Bombay. In between, every year courses areawise for a week or so were conducted. However with the increased importance and scope of Adult Social Education within recent years, it was felt that a more exten-

sive and intensive training course was needed. A Training Course of this type was organised in October-November 1952, on a fairly mass scale, as many as 775* Social Education Teachers and workers joining it.

Scope of the Training Course

This Training Course was conducted from 12th October to 9th November 1952, with two lectures daily in the evening most of the trainees being employed during the day in some other work. The course covered the history, principles and practice and methods of Adult Social Education the lectures falling under the following main heads :—(*i*) History and scope of Adult Education, (*ii*) Adult Psychology, (*iii*) Community Centres (*iv*) Methods in Adult Teaching, (*v*) Management, discipline and time-table of an adult class, (*vi*) the problem of attendance, (*vii*) place of recreation and handcrafts in Adult Education, (*viii*) Audio-Visual Education, (*ix*) Labour movement and Adult Education, (*x*) Organisation of the Social Education movement in Bombay, (*xi*) Related subjects like History, Geography, Science, Health and Sanitation, General Knowledge, Civics etc.

A fee of Rs 3 for the Committee's teachers and of Rs. 5 for outsiders was charged for the course. The lecturers included well-known Adult Education leaders and Social Workers of Bombay like Shri R. V. Parulekar, Shri K. T. Mantri, Shri S A. Tahir, Srimati S. Panandikar, Shri P. R. Lele, Shri R. G. Gokhale, Dr. Srimati Hirutai Joshi, Shri H. P. Trivedi in addition, of course, to the Committee's officers.

Altogether 50 lectures were arranged in addition to demonstration lessons and other practice work. To suit the convenience of the teachers who came from all over Bombay but mainly from the labour areas, the course was conducted at three centres and in three languages *viz*: at the G. S. Medical College Hall in Marathi and Hindi and the Grant Medical College Auditorium, in Urdu. We are thankful to the Deans of these Colleges for allowing us the use of their halls Amongst the 775 trainees attending the course, 465 were Marathi speaking, 160 Hindi, 120 Urdu, 15 Gujarati and 15 Telugu speaking teachers. The Telugu and Gujrati teachers attended the centre conducted in Hindi.

Inauguration by Shri Dinkerrao Desai

The course was inaugurated on 12th October 1952 by Shri Dinkarrao Desai, Minister for Education, Government of Bombay. He emphasised the need of training for Social Education workers and congratulated the Committee on organising the course which, he hoped, would increase the efficiency of the movement. Srimati S. Panandiker, Principal, S. T. College, gave a talk on the principles of Adult Psychology. Amongst the members of the Committee who encouraged the trainees by visiting the Training Centres were Shri K. T. Mantri, Prof. V. G. Rao, Mrs. Kulsum Sayani, Srimati Anasuya Nadkarni, Shri S. N. Shivtarkar Srimati Indumati Chimanlal Sheth, Deputy Minister for Education, Bombay, gave the concluding address on November 7 during which she touched upon the various qualities necessary for a Social Education worker and appealed to the trainees not to be daunted by the difficulties inherent in the field of mass education On 9th October in the morning a Sports meet was held and in the evening a Social gathering attended by over five hundr d teachers was held when Shri S K. Patil was the chief guest. He stressed during his speech the increased importance of the Adult Education teacher in a democratic India where new duties and responsibilities had devolved upon the adult population.

Examination Results

A four day examination was held in December 1952 for all the trainees, an additional paper being set for the supervisors of the Committee. The detailed result is given below:

Language.	No enrolled.	No. appeared.	No. passed.
Marathi ...	465	253	147
Hindi ...	160	174	96
Urdu ...	120	53	34
Gujarati ...	15	12	Nil
Telugu ...	15	9	7
	775	492	284

It will be seen that out of 775 on roll 492 trainees *i.e.*, 63 per cent appeared for the test of whom 284 or about 57 per cent were successful. Some of the trainees, especially amongst the Hindi speaking teachers and women teachers, had left off their habits of study years back and hence were shy of appearing for the test. Moreover a majority of the candidates had studied only upto the vernacular final

standard and hence they could not secure better results.

Needless to say that this Training Course has on the whole helped very much to improve the standard of teaching in the Committee's classes. But what is necessary is not the organizing of such short term courses, but the establishment of a Training College for Social Education teachers on a permanent basis preferably in Bombay, where all the facilities exist for instruction being conveniently imparted through the different languages of the State. It is hoped that the Government of Bombay would move in the direction of locating such a college at Bombay to advance the Social Education movement all over the State.

Social Education Week Celebrated in Avanashi

The Social Education week was celebrated on 30—11—1953 in Avanashi in a fitting manner with the following programme.

There was a Students Rally in the morning at 8-30 a.m., in which the students of the Basic Training School, Avanashi, Board High School and Roman Catholic aided Higher Elementary/Basic School, Avanashi, took part. The procession of students started from their respective schools carrying placards indicating slogans regarding the elimination of illiteracy among the masses and assembled in the Taluk Office compound. There was flag hoisting and flag saluting in the Taluk Office in which Sri A. V. Manicka Mudaliar leading personality in the town and the President of the Avanashi Taluk Adult Education Committee, hoisted the flag and took salute.

The members of the Committee and other leading persons of the town, both officials and non-officials visited the Adult Literacy School at 4th Ward Avanashi in the evening at 7 p.m. A public meeting was held in Front of the above school at 7-30 p.m. under the Presidentship of Sri M. Obaiadullah B.Sc., (Ag.) Deputy Director of of Agriculture, Coimbatore Division. Sri A. Anthonimuthu, Secretary of the Committee, presented the annual report. The following persons addressed the gathering on the following subjects:

1. Sri R. Rajagopala Iyer M.A., L.T., Headmaster, Board High School, Avanashi, gave a detailed account of the Five Year Plan.
2. Sri Paul Jesudasan B.A. (Hons.) L.T., Deputy Inspector of Schools, Avanashi Range, spoke on the Adult Education movement in the State.
3. Sri Varadarajan B.Sc., (Ag.) Agriculture Demonstrater, Avanashi, explained the various ways and means of improving the agriculture by adopting advanced methods of cultivation.

The meeting concluded with a vote of thanks by Sri V. Thangavelu, Revenue Inspector, Avanashi, and with a national anthem by the students of R. C. aided Higher Elementary School, Avanashi.

The Committee decided to extend the celebration of the Week upto 8—11—1953 and proposed to celebrate the Week at Chokkampalayam of Annur Firka on 8—11—1953.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படும்பாடு]

The Fourth Indian National Seminar, Bikram (Bihar)

(*Continued from page 4*)

Education and could stand his ground. He discussed Social Education affairs with the Director of the Seminar and requested him, it appears, to send the detailed notes he had made in his visits to institutions in Bihar for study. The Education Minister who gave a State Reception to the Delegates made a fervent appeal in regard to the institutional approach to Social Education which the Bihar Government had adopted. It is really a great experience. If members of the staff of Educational, Co-operative and Panchayat institutions take interest and divide the eight-point programme between themselves and attend and if students of Colleges and of the higher classes of High Schools could be interested likewise, a very tremendous drive might be giventoSocial Education as a volunteer force of vast numbers could be put into the field. One conditions, however, must be satisfied. All these must be properly trained. In Bihar very earnest attempts are being made. With the Departmental co-operation that exists there, some headway is being made. However, even there. it is a question of the right type of man power being found. Men drafted even as teachers in Basic institutions, have sometimes that barren intellectualism which has led India into the present plight as their only qualification. They are not able to fit themselves into rural conditions in their dress, deportment, and conduct. Habits of early rising, regular attendance, simple life, and manual labour enforced at the Training Centre do not continue when once the restraint of training is removed. It is time that at least those who are responsible for the education of the nation, even at the topmost positions realised that on them rests the future of our country and that they should fully implement in actual life what they teach and preach as most beneficial for the villager or his children. As long as the villager feels that the education, culture and life advocated for his benefit is not for those who hold power as rulers he would fight the advances made by a new ruling class. So, men in power should make it perfectly clear by their conduct that their approach to problems of life is the same for themselves, their own children, the villagers and their children without the least distinction.

THE ASOKA SOCIETY, MADRAS.

"The South Indian Education Week" was celebrated on the 30th October 1953, under the auspices of the Asoka Society, Madras, when Sri T. Neelakantan, its Secretary, spoke on "Education-State's Responsibility" Film-strips on education were then shown.

The birthday of the Prime Minister of India Mr. Jawaharlal Nehru, was celebrated on 14th November 1953 at the Corporation Boys' School, Salaivinayagar Koil Street, George Town, Madras. A large number of pupils of the Asoka Society's Adult Night School and children were present. Sri T. Neelakantan gave an account of Mr. Nehru's life and mission. Film-strip "Nehru in U.S.A." was then shown with necessary commentary. Tea was served to those present.

Training of Social (Adult) Education Workers.

Shri A. G. Vilva Roy's Paper

The following paper was read by Shri A. G Vilva Roy at the National Seminar held last month in Bikram village, near Patna :—

Before training a worker it is necessary to be clear in our minds on what he is to be trained for, why and how. We must be clear on our objective in the field and on the human material that has to play its part in realising that objective.

As for the objective, we want to help the villager or the common man, banish ignorance and poverty and all the attendant misery from his life. The typical villager in India is already a social being and cultured. He has a fund of knowlege acquired through tradition and expereince. Often it is found that he excels the Social Education worker in some item of knowledge or other. If he lacks one basic ability undoubtedly, which the worker has in abundance, it is the ability to read and write.

Social Education without literacy would fall short of his requirements essential for efficient living in modern times. Hence while all the time there would be the larger concept of helping the adult live a complete life so as to break asunder all those walls that imprison the human mind we have to give him that most potent means of auto-education *viz.* literacy.

It must be remembered that the term Social Education was introduced not to keep India illiterate. To rush through Social Education is easy as its results cannot be reduced to concrete figures whereas spread of literacy is a tough and exacting work exposing progress in cold figures. There has of late been a growing flippancy with which some personages have been referring to literacy as a 'mere means to an end' and leaving it there. This has not been helpful to literacy work in the country. Many things are a means to an end; and in turn that end becomes a means to a further end. Literacy, is a worthy means and the earlier an adult is fitted for auto-education, the better would he be able to understand, appreciate and co-operate with the many great nation-building projects that the country is launching upon.

" The role for literacy "

The role for lietracy seould no doubt be creatad in the life of the adult before attempting to give him literacy. The caution is particularly necessary in carrying Social Education to our sisters and brothers familiarly known as members of the aboriginal and hill tribes in whose lives the written word has yet to penetrate. Luckily, they are very small in number in our country. Great Gandhiji said that no Adult Education should begin or end with literacy. This is not to be interpreted in practice as advice that no beginning should at all be made in regard to literacy. This doubt is engendered by the way certain prominent Social Education Workers' training institutions in our country have been working in his name for decades without an adult literacy campaign so far.

The Social Education worker should be trained to give precedence to what the adults want. In certain centres we see that provision and use of latrines and a crusade against spitting indiscriminately are preceeded with from the beginning. These certainly are not felt needs and yet workers there do not wait until the adults ask for them. The discerning Social Educationist cannot fail to recognise the innate but as yet unexpressed desire in the adult today to be able to read and write for himself. He generally knows the why of it and wants to know the how of becoming literate consistent with the dignity of the cultured adult respected in his environment. It would be difficult to realise this truth unless one could forget one's literacy for the nonce and mentally go through the series of frustrations endured at every turn due to lack of literacy. Lack of initiative in the masses is often traced to lack of literacy.

After India become a Republic it is high time we decides whether India should be literate or not. If we decide to have India literate as quickly as we could manage as so rightly enjoyed by the Union Govern-

ment and our great national leaders we must do the work with proper perspective, planning and preparation.

The percentage of literacy in India as per the census of 1951 is 16.6. It was 15 per cent in 1941. So it took 10 years to rise by 1.6 per cent. At this rate to liquidate the remaining 83.4 per cent of illiteracy it would take over 500 years (83.4 divided by 1.6 and multiplied by 10) to make India literate. The Government of India resolve of 1948 of making 50 per cent of the adults literate in five years has not been realised although the five years have gone by. This has happened in spite of the men and money pressed into service during the period.

Reply to criticisms.

Once we decide to make India literate we should do the work well and truly. Some are of the view that literacy campaigns in India are a failure. As the humblest of humble workers with varied experience in the field in the country for a quarter of a century I differ from this view. Before pronouncing a campaign a failure it should have been tried with proper careful planning through preparation and scientific trial with all the necessary facilities. In India literacy campaigns have not yet been tried on such lines. So it is incorrect to pronounce literacy a failure even before it is tried. This is not to belittle the work already attempted in the line but to visualise and put through a correct and dynamic crusade against illiteracy.

While the higher concept and aspects of Social Education in the context of the heritage of India have got to be there, functional literacy has got to be built up solidly. This is a big task in a big country which is being rapidly fitted to reach a new height of progress. This huge task of making India literate should not suffer neglect through faint attention. It has verily to become the life-work of many whose hearts throb alike with a burning desire to see India literate.

This big hall in which we from far and near in India are met is only a means to an end *viz.* educational and cultural activity. Once it was decided to have this hall it was not left to itself to come to be there somehow; but there was careful planning. A group of men trained and competent to do the job of constructing buildings got busy-not with the laudable aims of this beautiful structure-but with the task of constructing the building correctly so that those great aims could eventually be achieved in reality. In fact today a corps of building engineers gives its undivided attention to the promotion of scientific construction and structural efficiency of buildings. The work done by such a corps helps give permanence to the objectives of buildings. Let us likewise, mobilise a corps of *Servants of Indian Literacy* as a national brain trust promoting the construction of a literate India in furtherance of all progress and happiness for the large number in the Indian Republic.

The activities of the Servants of Indian Literacy would be non-political, non-sectarian and complementary to those of the existing organisations and individuals. Among the many and varied steps that the Servants of Indian Literacy may be taking to make the whole of India act as one men to wipe out illiteracy, they would also render expert help to the workers and the workers' training centres to ensure success to the literacy programme.

Minister Subramaniam's views about adult literacy

Reply to S. I. A. E. A. felicitations

Sri C. Subramaniam, Minister for Finance and Education, said at Madras on 22nd November that education of children should be given first priority and if they could spare some resources then, of course they could take up Adult Education.

The Minister, who was speaking at a party got up by the South Indian Adult Education Association, to felicitate him on his taking charge of the portfolio of Education at the Woodlands Hotel, Mylapore, observed that it would not be possible to solve the problem of Adult Literacy even to the extent of two or three per cent with all their efforts and urged that they should concentrate their attention and utilise their resources in giving the adult a sound Social Education rather than waste their time and resources in attempting to make them literate.

Mrs. O. C. Srinivasan, Director of Public Instruction, was also present at the function.

Sri G. Harisarvothama Rau, Chairman of the. Association, said that it was a fortunate stroke of circumstance that the portfolios of Finance and Education were under one Minister in the State. If Sri Subramaniam was able to secure for education the recognition that it deserved in the economy of the nation, the State was sure to progress rapidly, he said. He gave an account of the activities of the Association in spreading Adult Literacy and said that though so far as the internal affairs of the State were concerned the Andhra State might have to deal with the question separately, the whole of South India, including Mysore, Hyderabad and Travancore-Cochin, States was one unit in the Adult Education endeavour of the Association. He said that the next Regional Seminar would be held in Andhra.

Sri K. S. Ramaswami Sastri referred to the provisions in the Constitution which laid down that there should be full literacy in the country in the course of ten years.

Problems facing Adult Education Workers

Sri C. Doraiswami Aiyah, Secretary of the Adult Education Committee, North Arcot, pointed out the difficulties encountered in the Adult Literacy work and referred to the apathy of the workers to learn to read and write. He stressed the need for proper supervision of the Adult Education work and suggested the appointment of separate officers of the Education Department for this purpose in the districts.

Sri V. Bashyam Iyengar said that there had been some difficulty for the Ministers of Education to get support from the Ministers of Finance. Now that both the functions had been combined under one Minister, he hoped that education would receive a much better deal than it had hitherto received.

Sri S. R. Venkataraman said that the problem of Adult Literacy could be solved if each employer insisted upon his employee becoming a literate within six months by giving proper inducement. He also suggested that the Association might take steps for reviving folk dances and dramas which had educative value.

Replying, Sri Subramaniam said that most of the speakers had referred to "the almost unnatural alliance between Finance and Education". He had never expected to be called upon to administer the portfolio of Education. But having taken it up, he was trying to do his best and for this he required not only the blessings of the elders assembled there but also their whole-hearted co-operation.

Three conditions for Success

Sri Subramaniam said that he had been Finance Minister for nearly 18 months now and that that gave him a certain mental attitude. In any matter he had first to think of the priorities, taking into account the resources available. After fixing up the priority and making the necessary funds available, he had to see that that money was spent wisely. The third important thing was to see that the money which they get for expenditure on various schemes was properly accounted for. As Finance Minister he would tell them that each one of these items was as important as the other

and unless they observed all of them they would not be able to succeed in a country where the resources were limited

In the field of education, Sri Subramanian felt that primary education should be given priority, if they were unable to give education to cent per cent children, he asked whether it would be wise to spend money on Adult Education as such, because as they went on leaving children uneducated they were multiplying adult illiterates. "The first priority has got to be given to the education of children and if we can spare some resources then, of course, we can take up Adult Education also," he said.

In regard to Adult Education, in his opinion, giving education to the adult and making him literate were two different things. He expressed the view that Adult Education should get priority over Adult Literacy and said that they should aim more at educating the adult than that making him literate. Everywhere they found it difficult to make men and women learn to read and write. They should not attempt the impossible and then say they had failed. They could educate them by means of folk dances, dramas, *kathakalakshepams*, etc., and they should employ all these methods for giving the adults a sound education. He did not want to discourage those who were trying to make a few adults literate. He wished them all success. But he was afraid that it would not be possible to solve this problem of Adult Literacy even to the extent of two or three per cent, with all their efforts.

Social Education

The Minister referred to the suggestion made by Sri S. R. Venkataraman that the employer might be made responsible to make the employee literate, and said that even where there were centralised industries it would not be possible for a worker, after a hard day's labour to sit and learn to read and write. Making the agricultural labourer go through shooling was almost impossible. Whatever they might do in the cities, as far as the rural parts were concerned they would be attempting the impossible if they wanted to make all the adults literate. Insteed of wasting their time and resources in attempting to make the people literate, they should concentrate their attention and utilise their resources to give the adults a good Social Education.

Viewing the problem from the aspect of useful spending Sri Subramanian said, ' the money spent on the education of a child has got greater utility because he is going to live for a greater number of years." They would not, therefore, be able to spend large sums on Adult Education, he said:

Sri T. J. R. Gopal, Organising Secretary, proposed a vote of thanks.

Edited by Sri G. Harisarvottama Rau and Published by Sri T. J. R. Gopal for S.I.A.E.A., at No. 10, Narasinghapuram Street, Mount Road, Madras-2, and Printed by Sri S. Sundaresan, L.P.T., at the Central Co-operative Printing Works, Ltd., Dinroze Estate, 1/17, Mount Road, Madras 2